



## Lesson 5

# Lights, Camera, Action

PSA Filming  
Part 2

Support Document	Teaching Strategies	<b>PSA-69</b>
Lesson 5	Activity	<b>PSA-71</b>
Support Document	Student Worksheets	<b>PSA-75</b>





#### Teaching Strategies

# Lights, Camera, Action

## PSA Filming Part 2

### Teaching Strategies

#### Small Group Discussion

The small group work is effective for all levels of learners. The discussion of the broad topics will allow all students to participate. It will also allow individual students to hear another classmate's ideas in a more relaxed setting (they will not be afraid of sharing information).

#### Rubrics

The use of a detailed rubric will allow the students to understand exactly what they are being asked to do. In this lesson, there is one rubric that can be applied to all three writing options.

The rubric will allow the instructor to easily grade the student's work. For more advanced classes, the instructor may want the students to grade their own work.

#### Playing Director

This strategy is effective for all levels of learners.

During the filming, the teacher should provide direction. This will allow the teacher to keep control of the class. It will also allow for the PSAs to be filmed as the students wrote them.

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Lesson Time:  
60 minutes

# Lights, Camera, Action

PSA Filming  
Part 2



## Objective

Students will act out and film previously written public service announcements.

## Materials Needed

30	Single subject notebooks
6	Dry erase markers
1	White board
1	Video camera
	Student requested props

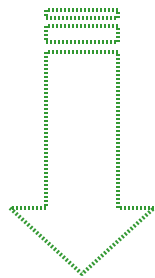
## Anticipatory Set

Write the lesson objectives on the white board.

Discuss with the students what the objectives of the lessons are.

Objective: You will act out and film previously written public service announcements.

Distribute handouts (or workbooks).



## Introduction:

“Today is going to be the last day of filming for our public service announcements.

Lets get things rolling!”

## **Modeling / Guided Practice**

1. Discuss the rubric that will be used for assessment, if necessary.  
(See support document)
2. Begin with any remaining group. Arrange the room as necessary.  
(Go to the filming location as necessary.)
3. Select a student to act as cameraman.
4. Direct the filming based on the information in the written PSA.
5. Continue this pattern until the end of class or until all groups have finished.

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### **Closure:**

1. Stress the use of the rubric.
2. Tell the students they will be viewing the finished PSAs next class period.

### **Independent Practice**

1. Not applicable.





**Solid Waste and Recycling Curriculum**  
**Project PSA**

Name: \_\_\_\_\_

**Lesson 5**

**Lights, Camera, Action**

Date: \_\_\_\_\_

**Objectives:** I will act out and film previously written public service announcements.

**Lights, Camera, Action -- PSA Rubric**

	SCORE
<b>Awareness of Audience (Relates to target demographic)</b>	
<b>Speaks Clearly</b>	
<b>Knowledge of Lines and Roles</b>	
<b>Camera (Video)</b>	
<b>Organization And Preparedness</b>	
<b>Attitude</b>	
<b>Working with Others</b>	
<b>Enthusiasm</b>	
<b>Focus on the task</b>	

Total points earned:	Total possible: <b>27</b>	Percent:
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**Solid Waste and Recycling Curriculum**  
**Project PSA**

**Name:**\_\_\_\_\_

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**Date:**\_\_\_\_\_